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| THE SANDERS DRAPER SCHOOL AND SPECIALIST SCIENCE COLLEGE: Art & Design | | | | | | |
| **UNIT No: 2** | **TERM: 2010-11** | **PROJECT TITLE: The Human Figure** | **LENGTH: 15 hrs** | | **GROUP: Yr 7** | |
| **KNOWLEDGE and UNDERSTANDING**  **(with regard to providing effective learning opportunities for all pupils):**  Skills Area: 3D Making  Historical & Cultural Studies: Art of AFRICA | | | **CURRICULUM OPPORTUNITIES**  **(for all pupils):** | | | |
| Line  Tone  Colour  Pattern  Texture  Shape  Form  Space | ART  CRAFT  DESIGN  2D  3D  Individual work  Paired work  Group work | | Drawing  Painting  Collage  Textiles  Digital Media/ICT  Sculpture  Printmaking  Ceramics |
| **Lesson** | **Main Activity** | | **Homework** | | | |
| 1+2 | * Introduction page: Art of AFRICA – facts and coloured pencils. | | Make a research page showing the following information about a country in Africa: Flag, Coat of Arms, National Bird, National Tree and National Flower. | | | |
| 3 | * Using Maths to support ART – Manmade/Geometric shapes. * Using Maths to support ART – Natural/Organic shapes. | |  | | | |
| 4 | * Research page: Containers - facts and coloured pencils. * Making of object – containers. | | African Containers – study page: one picture and 5 facts – why do people have containers? | | | |
| 5 | * Design of human-held containers in the style of African Art. * Taking photos of students posing | |  | | | |
| 6 | * Using Maths to support ART - Proportion and ratio. * Drawing the human – full face. * Drawing the human figure – standing (2D) and kneeling/sitting (3D). | | African Mask – study page: one picture and 5 facts – why do people have masks? | | | |
| 7 | * Design of human-held containers in the style of African Art. * Taking photos of students posing | |  | | | |
| 8 | * Making of object – human figures. | | African patterns, draw 6 to 8 examples in colour (from RESEARCH). | | | |
| 9+10 | * Making of object – human figures and containers. | |  | | | |
| 11+12 | * Making of object – human figures and containers. | | Extra time completing the making. | | | |
| 13 | * Painting skills and colour-theory – Neutral colours and brights. | |  | | | |
| 14 | * Painting of objects. | |  | | | |
| 15 | * Evaluation and annotation | |  | | | |